



STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

September 6, 2016

TO: The Honorable Jim Williams
Chairperson, Student Achievement Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Presentation on Standards-Based Education, Including Statewide Assessment**

1. DESCRIPTION

The Deputy and the Office of Curriculum, Instruction and Student Support are responsible for the implementation and the assessment of Hawaii Core Standards. This presentation is to provide information on our system of standards as outlined in Policy 102-3 and our statewide assessment program outlined in Policy 102-6.

2. PRESENTATION

This presentation provides an update on the system of standards and its current implementation efforts.

KSM:MM:itk

Attachment

c: Office of Curriculum, Instruction and Student Support

Presentation on Standards-Based Education, Including Statewide Assessment



Student Achievement Committee
September 6, 2016

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What are standards?

- Standards are statements of what students are expected to know and be able to do at specific grade levels.
 - Clear, consistent and high expectations for **all** students
- Standards provide clear targets for educators as they support students on the path to college and career readiness.
 - A consistent guide for instruction and evaluation of student work for **all** teachers

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Components of Standards-Based Education	
Academic Standards	<ul style="list-style-type: none"> Defines clear learning targets
Curriculum	<ul style="list-style-type: none"> What is taught
Instruction	<ul style="list-style-type: none"> How it is taught
Assessment	<ul style="list-style-type: none"> How well students demonstrate learning Assesses student work to inform instruction or provide feedback
Interventions	<ul style="list-style-type: none"> What do we do if students don't get it Student support and interventions, along with enrichment opportunities
Student Grading and Reporting	<ul style="list-style-type: none"> Makes judgment on learning results and communicates findings
School Accountability	<ul style="list-style-type: none"> Reports on learning results of schools

Policy Framework for Academic Standards

- **Federal Every Student Succeeds Act:** Each state shall adopt challenging academic content standards
 - For mathematics, reading or language arts, and science. Standards must be aligned with both entrance requirements for credit-bearing coursework in state's public higher education system and state's career and technical education system
- **Hawaii Revised Statutes §302A – 201:** The board shall establish statewide performance standards and the means to assess the standards.
- **BOE Policy 102-3, Statewide Content and Performance Standards:** The Board of Education shall adopt statewide content and performance standards that specific what students in all public schools, including charter schools, must know and be able to do.



Hawaii Standards by Subject

Subject	Standards	Board Approved	Statewide Student Assessment
English Language Arts/ Literacy	Common Core State Standards (CCSS)	2010	Smarter Balanced Assessment
Mathematics	Common Core State Standards (CCSS)	2010	Smarter Balanced Assessment
Science	Next Generation Science Standards (NGSS)	2016	Hawaii State Assessment in Science
Social Studies	Hawaii Content & Performance Standards (HCPS III)	2005	N/A
Career & Technical Education	HCPS III	2005	N/A
Fine Arts	HCPS III	2006	N/A
Health	HCPS III	2005	N/A
Physical Education	HCPS III	2005	N/A
World Languages	HCPS III	2005	N/A

Common Core Standards Progression

CCR Anchor Standard #1: Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

K	1	2	3	4	5	6	7	8	9-10	11-12
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standards-Based Classrooms

- Curriculum, instruction, and assessment are explicitly aligned to the standards
- Teachers and students have a clear understanding of learning expectations and why the day's learning is important/ relevant
- Students produce evidence of learning



Standards-based learning is a process, not an event.

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Standards-Based Curriculum Materials

- Teachers should design innovative learning experiences, fostering creativity for students and to adjust their instruction based upon students' learning needs and should use a variety of material.
- Core instructional materials in English Language Arts and Mathematics selected to provide consistency in transition to new standards and to serve as common primary resource
 - Previously more than 280 different curriculum for each subject in 256 public schools.
 - Selected in 2013 based on quality of materials and alignment with standards
 - Waiver process available for schools choosing other foundational materials

English Language Arts:

- *Wonders* (K-6)
- *Springboard* (7-12)

Math:

- *Stepping Stones* (K-5)
- *Go Math* (6-8)
- Locally developed in partnership with University of Hawaii (High School)

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Academic Standards

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- What is taught

Instruction

- How it is taught

Assessment

- How well students demonstrate learning
- Assesses student work to inform instruction or provide feedback

Interventions

- What do we do if students don't get it
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Student Grading and Reporting

- Makes judgment on learning results and communicates findings

School Accountability

- Reports on learning results of schools

Purpose of Statewide Assessments

- Communicate meaningful and shared benchmarks for student learning
- Provide accurate feedback on performance - including insights on curriculum strengths and weaknesses for various levels of the system
- Provide consistent information for educators and students to improve learning
- Motivate students to learn more, teachers to improve instruction, and schools to be more educationally effective
- Provide direction for schools' instructional efforts and for students' learning

Herman, Joan L. (1997). *Large-Scale Assessment in Support of School Reform: Lessons in the Search for Alternative Measures*. CRESST. cresst.org/wp-content/uploads/TECH446.pdf

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Policy Framework for Statewide Assessments

- **Federal Every Student Succeeds Act:** Annual student assessment of states' standards in
 - English Language Arts/Literacy & Mathematics, grades 3-8 and once in high school
 - Science (once in each grade span)
 - English language proficiency for English Learners
- **Hawaii Revised Statutes §302A – 1004 (6):** Annual statewide assessment program that provides... data on school, school complex, and system performance ... with performance indicators in areas relating to student achievement... (including) student performance relative to statewide content and performance standards
- **BOE Policy 102-6:** The department shall establish a statewide assessment program that provides annual data on student, school, and system performance, including public charter schools, at selected benchmark grade levels, showing student performance, relative to the applicable statewide performance standards and... nationally representative norms.

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State Testing Requirements, 2016-17

	CONTENT AREA	GRADES	TEST TIME	PURPOSE
Smarter Balanced Assessment	English Language Arts/Literacy Mathematics	3-8 and 11	Untimed. Duration based on student needs. Average: 7 hours (2015)	Gauges student progress toward college/career readiness based on Hawaii Common Core.
Hawaii State Assessment in Science	Science	4 and 8	1.5 hours	Measures students' mastery of content and skills in state science standards.
	Biology I	HS <i>When course is taken</i>	1.5 hours	
National Assessment of Educational Progress	Reading Mathematics	4 and 8 <i>Only a sample of students take exam.</i>	1.5 hours	Given in odd-numbered years by the U.S. Department of Education to measure student achievement at a national and state level, over time.
ACT	English, Mathematics, Reading, Science, Writing	11	4 hours	Nationally benchmarked college admissions exam.

For SBA and HSA-Science: Kaiapuni (in Hawaiian language) and alternate assessments (for students with significant cognitive disabilities) offered

Smarter Balanced Assessment

- **Measures students' progress toward academic goals** of Hawaii Common Core in English Language Arts/Literacy and Mathematics based on 21st century expectations:
 - Critical thinking
 - Problem solving
 - Analytical writing
- **Created by educators** – over 3,000 (including Hawaii educators) participated in the development and standard setting
- **Benchmarked internationally**
- Given in **17 states and territories** in 2016
- **Recognized by nearly 200 colleges or universities** for placement into college-level courses
- Administered first in 2015

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How is Smarter Balanced different than previous statewide tests?

- Reports whether students are on-track for success on more rigorous Common Core standards
- Assesses more than just reading. **English Language Arts and Literacy** also includes Listening, Writing, and Research/Inquiry.
- Measures **application of knowledge**. Includes classroom activities and performance tasks to assess students' learning. More than multiple choice.
- Provides a more accurate score. Is **computer-adaptive**, using students' performance to determine difficulty of test questions students should receive.

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Smarter Balanced Test Characteristics

The Smarter Balanced Assessments assess the full breadth and depth of the Hawaii Common Core standards in ELA/Literacy (except speaking) and Mathematics.

ELA/Literacy	Mathematics
Grades 3-8 and high school	Grades 3-8 and high school
<ul style="list-style-type: none"> • Computer Adaptive Test – approx. 90 min • Performance Task – approx. 90 min 	<ul style="list-style-type: none"> • Computer Adaptive Test – approx. 90 min • Performance Task – approx. 90 minutes
Test Questions Types <ul style="list-style-type: none"> • Multiple choice • Constructed Response 	Test Questions Types <ul style="list-style-type: none"> • Multiple choice • Constructed Response
Claims: <ol style="list-style-type: none"> 1. Reading 2. Listening 3. Writing 4. Research/Inquiry 	Claims: <ol style="list-style-type: none"> 1. Concepts and Procedures 2. Problem Solving* 3. Communicating Reasoning 4. Modeling and Data Analysis*

*combined for reporting purposes

Every Student: College and Career Ready



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